



PARENT NIGHT: IB REPORT CARDS

Franklin Academy Pembroke Pines K-8

IB MYP

January 16, 2019

Why are you here tonight?



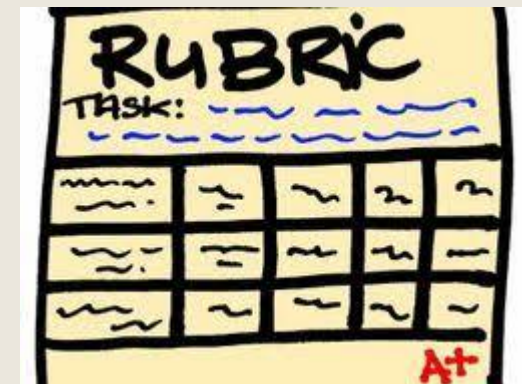
- The International Baccalaureate Organization requires that all MYP schools publish IB Grades on a “regular” basis for each student enrolled in the programme. (We have chosen to give an ‘interim’ report in January and a ‘final’ report card in June.)
- IB Grades are VERY different from traditional grades, and we don’t expect you to understand without an explanation of the system. This is new to everyone, but we want this to have meaning to you and your child.

IB Objectives/Criteria

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Language & Literature	Analysing	Organizing	Producing Text	Using Language
Individuals & Societies	Knowing & Understanding	Investigating	Communicating	Thinking Critically
Mathematics	Knowing & Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-Life Contexts
Sciences	Knowing & Understanding	Inquiring & Designing	Processing & Evaluating	Reflecting on the Impacts of Science
Language Acquisition	Comprehending Spoken & Visual Text	Comprehending Written & Visual Text	Communicating in Response to Spoken and/or Written and/or Visual Text	Using Language in Spoken and/or Written Form
Physical & Health Education	Knowing & Understanding	Planning for Performance	Applying & Performing	Reflecting & Improving Performance
Arts	Knowing & Understanding	Developing Skills	Thinking Creatively	Responding
Design	Inquiring & Analysing	Developing Ideas	Creating the Solution	Evaluating

IB Rubrics (Achievement Levels)

- Scoring guides for IB Assessments written by IBO
- Each Subject Group and Year Level has its own rubric
- Give IB Level Descriptors & Assignment-Specific Descriptors
- Have 5 levels that align with student performance (Assessment grades are 0-8)
- Can be used by students to guide them to levels of performance based on specific criteria and descriptions
- At this time, there is no direct relationship between the IB Grade and the PowerSchool Grade earned by a student on an assignment or in a class. They often measure different criteria/aspects of the assignment.



Sample Rubric: I&S, Criterion A, Year 1

Achievement level	Level descriptor	Task-Specific Clarifications
0	The student does not reach a standard described by any of the descriptors below.	Student did not use concepts, vocabulary and structure of assessment
1-2	The student: i. recognizes some vocabulary ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.	The student understands some of the vocabulary needed to describe, analyze and explain the figure they have chosen for assessment.
3-4	The student: i. uses some vocabulary ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples.	The student uses some of the terms needed to explain the figure in Ancient Greece's history.
5-6	The student: i. uses considerable relevant vocabulary, often accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.	The student uses most relevant terms and vocabulary needed to explain the figure and contribution to Ancient Greek History.
7-8	The student: i. consistently uses relevant vocabulary accurately ii. demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples.	Students has ability to consistently use relevant and accurate terms, concepts and vocabulary needed to explain the importance of the figure chosen and the importance to Ancient Greece and today's society by producing evidence.

Comparison of Rubrics

Achievement level	Level descriptor, Year 1	Level Descriptor, Year 3
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> i. recognizes some vocabulary ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples. 	The student: <ol style="list-style-type: none"> i. makes limited use of terminology ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.
3-4	The student: <ol style="list-style-type: none"> i. uses some vocabulary ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples. 	The student: <ol style="list-style-type: none"> i. uses some terminology accurately ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples.
5-6	The student: <ol style="list-style-type: none"> i. uses considerable relevant vocabulary, often accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples. 	The student: <ol style="list-style-type: none"> i. uses considerable and relevant terminology accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.
7-8	The student: <ol style="list-style-type: none"> i. consistently uses relevant vocabulary accurately ii. demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples. 	The student: <ol style="list-style-type: none"> i. consistently uses a range of terminology accurately ii. demonstrates excellent knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples.

IB Grades

- Are not reported to the State of Florida Department of Education
- Are not included in the calculation of a student's GPA or other standard academic achievement level
- Are calculated using a 'best fit' approach (when there is more than one grade per criterion)
- Are calculated by adding up all four criteria scores and using the scale below

Overall Points Earned	Overall Grade Earned
1-5	1
6-9	2
10-14	3
15-18	4
19-23	5
24-27	6
28-32	7

Sample Report Card

Subject	Criterion A	Criterion B	Criterion C	Criterion D	Final Grade
Sciences	5	4	4	6	5
Ind. & Soc.	5	6	7	5	5
Design	4	3	3	0	3

Overall Points Earned	Overall Grade Earned
1-5	1
6-9	2
10-14	3
15-18	4
19-23	5
24-27	6
28-32	7

IB Grade Descriptors

Grade	Boundary guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.

4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.